

The Arts: An In-depth View

Section 5, “**The Arts: An In-depth View**,” is devoted to elaboration and examples of selected content cells from the sections on dance theatre, music and visual arts. We suggest possible level applications for performance objectives and sample activities. Narratives provide additional information about content.

	PERCEIVING	INTERPRETING	EVALUATING	CONNECTING
TECHNICAL APPROACH	DANCE What are the movement elements and skills in dance?	THEATRE How do components of theatre express meaning?	MUSIC What degree of proficiency was achieved?	VISUAL ARTS What connections can I make to my art and why?
CREATIVE APPROACH	MUSIC How are the basic elements of music used creatively?	VISUAL ARTS What am I trying to say?	DANCE Were the goals achieved?	THEATRE What links can be made from this theatre experience to life?
CULTURAL/HISTORICAL APPROACH	THEATRE From what perspective does one view a theatre event?	MUSIC What does the music mean in the context of its time and place?	VISUAL ARTS Why is this work important?	DANCE What connections can be made to other times places and cultures?
CRITICAL APPROACH	MUSIC Are the basic elements of music used effectively?	DANCE How am I reacting to this and why?	THEATRE Why does one choose “this” rather than “that”?	VISUAL ARTS What connections can I make to my own experience?
AESTHETIC APPROACH	VISUAL ARTS What are the ways we can approach art?	THEATRE What does this mean to me?	DANCE What is my response?	MUSIC How does music relate to life?

Technical Approach to Perceiving

What are the movement elements and skills in dance?

Questions:

- How many different ways can I move?
- How is rhythm incorporated into dance?
- How is technique used in performance?
- What dance steps can be combined to create a dance?

Children love to move, and they learn through engagement of the whole self. They need to become literate in the technical aspects of dance in order to use this natural facility as a means of self-expression and communication.

Performance Objectives:

Learners will:

Primary Level

- Demonstrate basic dance fundamentals and vocabulary and identify underlying principles.

Upper Elementary/ Middle Level

- Identify and clearly demonstrate a range of dynamics and movement qualities.
- Demonstrate rhythmic accuracy.

High School Level

- Demonstrate a high level of consistency and reliability in performing technical skills.
- Create and perform with a high level of technique/skill.

A Closer Look:

Dance education begins with an awareness of the movement of the body and its creative potential. At a beginning level, learners become engaged in body awareness, movement exploration and skill development that promote recognition and appreciation of self and others. At the middle level, beginning skills are refined and expanded, with an emphasis placed on the discovery of dynamic movement qualities, sequencing and cooperation. Advanced participants demonstrate a proficiency in a wide range of dance skills and techniques, while advanced learners demonstrate mastery of these skills and techniques. Facilitators should be cognizant of age-appropriate activities and build upon the participants' natural inclinations.

Sample Activities:

Primary Level

Identify locomotor skills. Write each locomotor skill on pieces of paper. Shuffle the individual pieces of paper in a container. Pick one of the locomotor skills at random and demonstrate the skill. Demonstrate the skill in different pathways or at a specific tempo. Participants could then be grouped to combine their selected skills into a movement pattern.

RELATED QUESTIONS:

What level of technique was achieved?

How do dance and healthful living relate?

Using cooperative learning techniques, perform a spatial pattern. The participants could act out the motions of painting their names using their head as a paint brush.

RELATED QUESTIONS:

What are the movement elements and skills in dance?

Were the goals achieved?

Upper Elementary/Middle Level

Follow verbal cues for ethnic dances and follow the caller's cues while performing the dance.

RELATED QUESTIONS:

How do we create and communicate through dance?

What is being communicated?

High School Level

Respond to music using improvisational movement. When the music stops, balance on one fulcrum each, with a partner. They should, using equal force, have physical contact with their partner. (Fulcrum—one base of support).

RELATED QUESTIONS:

How do we create and communicate through dance?

Why is this experience significant?

Advanced Level

Have the learners create a short dance based on a short poem. Perform the dance to music.

RELATED QUESTIONS:

What are the principles, processes and structures used in movement studies and choreography?

How do we use form and style in dance?

Create a dance based on morning activities. Music could be added to communicate mood during these activities.

RELATED QUESTIONS:

What connections can we make to dance?

What are the movement elements and skills in dance?

Technical Approach to Interpreting

How do components of theatre express meaning?

Questions:

- How does a play express meaning?
- How is meaning conveyed by the actor? Through design elements? Through text?
- What are the minimal components needed to express meaning?

The components of theatre include the actor, stage, scenic elements, script and audience.

Performance Objectives:

Learners will:

Primary Level

- Demonstrate how verbal and nonverbal communication work together to present a character.
- Explain what scenery and lights bring to a theatrical performance.

Upper Elementary/ Middle Level

- Identify and analyze the ideas in a play.
- Explain how a play's themes are transmitted through characters and plot.

High School Level

- Explain how the architectural elements of the performance space contribute to the production's meaning.
- Identify various theatrical styles and how each expresses a different meaning.

A Closer Look:

Each of the basic components of theatre expresses meaning in a different way: the actors through their voices and bodies; the script through plot, characters, themes, words, music and opportunities for spectacle; the stage by defining and framing the action; the scenic elements by embellishing and commenting upon the action; and the audience, which affects and gives meaning to the entire production. These elements work together to provide a theatrical experience from which meaning may be gleaned by everyone involved.

Sample Activities:

Primary Level

Have each learner create a character of “a lion.” Discuss the different interpretations. How are they all alike? How are they different? What feelings were expressed? How were they expressed? Create another character—a mouse, lion-tamer or gazelle—and express the same feelings. Discuss how they were the same.

RELATED QUESTIONS:

What level of proficiency was achieved?

What is this work trying to express? Does it achieve that?

Divide the class into groups and have each group select a story to dramatize. Have them create the setting on an overhead transparency for the scene. Share their designs with the class.

RELATED QUESTIONS:

How might theatre help people express what they understand?

What is this work trying to express? Does it achieve that?

How do the components of theatre express meaning?

Upper Elementary/Middle Level

Look at pictures or video excerpts from different productions of the same play. Compare how the design elements were used. Discuss how these images affected the learner's understanding of the play.

RELATED QUESTIONS:

What criteria will be used to describe this event?

What responses are evoked?

List the ideas in a particular play or story. Create a scenario, improvise a scene or relate a personal experience which incorporates those ideas. Discuss how each reveals the ideas through characters and action.

RELATED QUESTIONS:

Why do we choose “this” rather than “that”?

In what ways was the theatrical process effective?

High School Level

Read a play. Determine the style of the piece. Select another style. How would the play change if it were produced in that style?

RELATED QUESTIONS:

What basic components are needed to appreciate and participate in a theatre activity?

Why do we choose “this” rather than “that”?

What responses are evoked?

Technical Approach to Evaluating

What degree of proficiency was achieved?

Questions:

- How do my performances compare with other performances of the same work?
- How does reflection on one's performance influence musical self-concept?
- How does my personal understanding and experience with a musical selection affect my ability to interpret it?

Evaluation of a performance takes two forms in music: Evaluation of performance by others and evaluation of performance by self. An important part of a child's music education is to be able to perform or listen to a piece and reflect on it, evaluate it, and determine its musical worth. It is important that learners become proficient at evaluating and refining both during and after the performance.

Performance Objectives:

Learners will:

Primary Level

- Devise criteria for evaluating performances and compositions.

Upper Elementary/ Middle Level

- Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing.

High School Level

- Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations. Apply the criteria in their personal participation in music.

Advanced Level

- Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

A Closer Look

The teacher will provide opportunities for the learners to devise criteria for evaluating performances and composition through

- generating lists of descriptive words.
- listening to musical examples which allow learners to use the descriptors.
- modeling correct and incorrect performance practices.
- providing an evaluation model.

Sample Activities:

Primary Level

Select a piece of music or song with which learners are familiar. Discuss with them, in terms of characteristics of the music (loud/soft, fast/slow, use of repetition), why they like the music. List learners' responses on the board.

RELATED QUESTIONS:

How do skills/language communicate?

How are the basic elements of music used creatively?

What words can we use to describe performances and compositions?

Upper Elementary/Middle Level

Have learners imagine they are talk show hosts. What criteria would they use to talk about the music of a current single or group?

RELATED QUESTIONS:

Is a music message conveyed?

What does this message communicate to the individual?

What is the value of this music?

What degree of proficiency was achieved?

High School Level

Create a matrix using the elements of music for one axis (pitch, duration, loudness, tone quality, texture and style), and the titles of music for the other axis. At the point where the axes intersect, have learners write descriptors of the music they hear.

RELATED QUESTIONS:

What skills/language are needed to express evaluations of the quality and effectiveness of a musical work or performance?

Why does this music evoke a reaction/response?

What is the merit of this music?

What degree of proficiency was achieved?

Technical Approach to Connecting

What connections can I make to my art and why?

Questions:

- What kinds of media and techniques have been used in different times and places?
- How and why do media and techniques differ in different times and places?
- How does what I am trying to say in my work connect to the life experiences I have had?
- What sources from my own time and place and from other times and places have I used for my work and why?
- Does my work have something to say to society in general? What?

The work of artists is essentially to establish connections, to communicate with the world around them. Artists are influenced by cultural, physical, geographical, historical and individual considerations. Despite such constraints, the choices that artists make communicate various messages across generations and cultures.

Performance Objectives:

Learners will:

Primary Level

- Articulate how they use different materials and techniques in different settings (for example, at home, at school, in museums, at clubs).
- Identify the materials and techniques that artists in a particular cultural, historical, geographical, or individual setting might use.
- Use different materials and techniques from a variety of cultures.
- Describe the choices they have made for their own work and tell why.

Upper Elementary/ Middle Level

- Compare how artists in different times, places and cultures use various media and techniques.
- Analyze and discuss the sources of their own works and of other works.

High School Level

- Explain what the techniques and media communicate about the cultural, physical, geographical and individual context of the work.
- Explain how the cultural, physical, geographical, historical and individual considerations shape the choices about medium and techniques that they and other artists make.
- Articulate the way they intend others to respond to their work.

A Closer Look:

Examination of the technical and creative decisions made in existing artwork reveals information about the culture and time in which the work was created. A material or technique might be chosen because it is most available or because it has a cultural significance. For example, the potters of Native American Pueblo culture maintain the traditions of their ancestors in gathering and preparing the clay, and in forming and decorating their pottery while establishing their own style within the tradition. By exploring technical and creative decisions made by other artists, learners can make connections to other cultures and times, as well as make informed choices about their own works.

Sample Activities:

Primary Level

Make a survey of their schoolmates or of artists in your community to determine what materials they use in their art. How do materials used vary in different situations? What kinds of factors might determine some of these choices? What kinds of materials are available in your area? Create a work of art from found material in their schoolyard.

RELATED QUESTIONS:

What is the form of what I am creating?

What does the form of this work say about its context?

What connections can I make to other times, places and cultures?

What connections can I make to my own experience?

Upper Elementary/Middle Level

Look at a work of art that is unknown to you and speculate about its origin based on the medium and techniques used. Research and discuss what is known about the context of the work and how the medium used helps to interpret the context. Using contemporary media (photos, fax, video, computer graphics, graffiti, etc.) create a work of art in which the medium is the message.

RELATED QUESTIONS:

What is the form of what I am creating?

What am I trying to say?

What does the form of this work say about its context?

What does it mean in its time and culture?

What connections can I make to my own experience?

High School Level

Examine items from a variety of cultures that have been designed for specific functions. Select a functional item from contemporary culture to focus your work around. Start with an actual object and personalize it to your life by altering the original design through manipulation of the actual object, by the addition of shapes, objects, materials, color or decoration. For example, take an ordinary chair and transform it to personify yourself or a hero in today's culture.

RELATED QUESTIONS:

What does the form of this work say about its context?

What connections can I make to other times, places and cultures?

What connections can I make to my own experience?

Creative Approach to Perceiving

How are the basic elements of music used creatively?

Questions:

- How are the basic elements of music manipulated to create unity and variety in a musical work?
- What makes two performances of the same musical work different from each other?

The creative process begins with exploring sounds through listening and improvising and evolves through building a technical skill/notational language, into performing and composing.

Performance Objectives:

Learners will:

Primary Level

- Improvise/create simple melodic and rhythmic patterns with a variety of sound sources.

Upper Elementary/ Middle Level

- Improvise/create short melodies over given rhythm accompaniments using specified guidelines.

High School Level

- Improvise/create melody, harmony and rhythm in a consistent style, meter and tonality.

Advanced Level

- Demonstrate appropriate compositional skills/styles with imagination.

A Closer Look:

Teachers enable learners to understand the creative process by

- providing a variety of directed listening experiences.
- providing opportunities for the learners to explore rhythm and melody through the use of classroom instruments, voices and other sound sources.
- helping learners acquire the musical skills/notational language to successfully improvise, compose and perform.

Sample Activities

Primary Level

Learners should experiment with a variety of instruments and found sounds (rhythm sticks, Orff instruments, homemade instruments, tone chimes, body percussion, etc.)

RELATED QUESTIONS:

How do the skills and language of music communicate?

How are the basic elements of music used creatively?

What can be used to create music?

Primary Level and Upper Elementary/Middle Level

Share, describe and evaluate the learners' improvisations.

RELATED QUESTIONS:

How are the basic elements of music used creatively?

What are some ways of creating music?

Create a single, personal system for notating pitch and rhythm. Manipulate the elements of traditional and multicultural music in a creative manner (e.g., alter the rhythm of a given song to create an accompaniment that could be played on rhythm instruments).

RELATED QUESTIONS:

How do the skills and language of music communicate?

Sing songs over a variety of rhythm patterns.

RELATED QUESTIONS:

Is a music message conveyed?

How do melody and rhythm work together in a song?

Upper Elementary/Middle Level and High School Level

Play melodies on instruments in a question/answer format.

RELATED QUESTIONS:

How are the basic elements of music used creatively?

Primary Level, Upper Elementary/Middle Level, and High School Level

Listen to a variety of musical styles and describe/identify the creative elements. Use a computer musical composition application such as a "Deluxe Music Construction Set" or "Instant Music" to explore how changes in the basic elements of music affect unity and variety in a musical work.

RELATED QUESTIONS:

What is musical style? From what perspective is style expressed?

How do cultural influences affect our perception of music?

Creative Approach to Interpreting

What am I trying to say?

Questions:

- How will the medium and techniques I choose help me to express my meaning?
- How do the forms that I am making express my intent?
- How can I use symbols to make meaning?
- What kinds of symbols might I choose that convey universal, culturally specific or personal meaning?

The creating of a work of art is not only about producing an image, it is about expressing ideas and emotions. Artistic expression can be a means of self communication as well as communication to a larger audience.

Performance Objectives:

Learners will:

Primary Level

- Discuss the way their selection of medium and techniques has contributed to the meaning of their work.
- Express basic emotions and ideas in images.
- Describe and narrate real or imagined events in images.
- Describe how their work relates to their own experiences.

Upper Elementary/ Middle Level

- Discuss the way their selection of medium and techniques has contributed to the meaning of their work.
- Express a variety of emotions and ideas in images.
- Employ symbols to express ideas and feelings in images.
- Explore and narrate real or imagined events in images.
- Articulate the relationship between their work and their experiences.

High School Level

- Discuss the way their selection of medium and techniques has contributed to the meaning of their work.
- Express and analyze personal and universal feelings and ideas in their work.
- Interpret real or imagined events in images and justify the interpretation.
- Synthesize multiple ideas or views in their work.
- Provide interpretations of the ideas of feelings expressed in their work as needed.

A Closer Look:

When adults observe a child in the process of making art, they often comment on the subject of the artwork, "I see you're drawing a horse," but fail to recognize the significance of the image to the artist, what it "means." If this is done, our question only reinforces the idea that art is about a subject rather than a legitimate expression of emotion or ideas. Here is our opportunity to allow children to be artists, to express emotions in images as well as through verbal and written responses. This is the opportunity we have to explore questions of meaning and content. What does the artist do from the artist's perspective?

Sample Activities:

Primary Level

Listen to children's stories in a group. Discuss characters within the selected stories. Create a character in the form of a puppet and create costume details. Have learners write an original story in which their character stars. Have learners complete a 3-D "scene" for their story in the form of a miniature set design in a shoebox. Share the stories with classmates in the form of handmade picture books of the characters and scenes the learners created.

RELATED QUESTIONS:

What is the form of what the learners are creating?

Does this work?

What does the form of this work say about its context?

How does art make meaning?

What are the learners trying to say?

Upper Elementary/Middle Level

Discuss the use of symbols in visual art while looking at examples of works using symbols. Have learners make an assemblage sculpture (freestanding or wall hung) which uses symbols from their own culture. (Culture may be peer group, family genealogy, community symbols, or personal in nature.) For example, learners may wish to symbolize teams or clubs to which they belong or the music, fashion trends, etc. of their peer group.

RELATED QUESTIONS:

What connections can learners make to their art and why?

What does the form of this work say about its context?

What does it mean in its time and culture?

What connections can learners make to other times, places and cultures?

High School Level

Select works of art which demonstrate the use of themes. Hold a discussion about how artists address thematic ideas (for example, conflict). Have learners select a theme, choose a medium, and design an artwork which they believe will best illustrate their chosen theme.

RELATED QUESTIONS:

What is the form of what I am creating?

Why is this work important?

What connections can I make to other times, places and cultures?

Creative Approach to Evaluating

Were the goals achieved?

Questions:

- What is the importance of evaluation?
- How does one evaluate goal achievement?
- What are the sources of feedback?

Dance is a medium for personal creativity. By developing participants' ability to express feelings, perceptions, images and thoughts through dance movement, they develop insight for evaluating their own work.

Performance Objectives:

Learners will:

Primary Level

- Demonstrate the level of success through the response of the facilitator.

Upper Elementary/ Middle Level

- Demonstrate the level of success through self-evaluation and audience response.

High School Level

- Demonstrate the level of success through self-evaluation, the facilitator's response and the audience response.

Advanced Level

- Synthesize the various responses and rework the presentation.

A Closer Look:

There is not just one way to evaluate goal achievement. Feedback is received from many different sources. At an early age, this feedback is more subjective than objective. On a continuum, the beginning participant moves from the facilitator's response to peer and audience responses. As the participants become more proficient, they reach self-evaluation. At the advanced level, the participants can take these various responses and improve their presentations.

Sample Activities:

Primary Level

Divide the class into two groups. Give each group a work to perform. One group takes the role of the audience, and the other group takes the role of the performer. Each group receives and uses specific criteria for evaluating the other group. Each group experiences both roles.

RELATED QUESTIONS:

Were the goals achieved?

What connections can each learner make to dance?

Upper Elementary/Middle Level

Participants receive a certain task to be performed in front of a video camera. After an evaluation process at the appropriate level, refine and rework the task to improve the performance.

RELATED QUESTIONS:

Why is this experience significant?

How did learners react to this and why?

High School Level

View a video of a professional work by a noted choreographer. Analyze the work and performance.

RELATED QUESTIONS:

What are the principles, processes and structures used in movement studies and choreography?

How are form and style used in dance?

Why is this experience significant?

Creative Approach to Connecting

What links can be made from this theatre experience to life?

Questions:

- Do I identify with any characters in this play?
- What themes in this play give me insight into my life?
- By performing, what do I learn that can be used in life?
- How does this reflect society?

A work of art speaks to human needs and wants. Theatre art becomes meaningful when the experience can be personalized.

Performance Objectives:

Learners will:

Primary Level

- Compare and contrast situations of characters to their own lives and the lives of their friends.

Upper Elementary/ Middle Level

- Identify knowledge and skills gained from reading, viewing, or performing.

High School Level

- Explore various characters in a play. Incorporate life skills that help strengthen the portrayal of the character.

A Closer Look:

Everyone can be more creative. Fluency, flexibility, originality and elaboration are developed to encourage new creativity. When imaginative “play” is added to structure, it allows people to make connections to differing aspects of their world. New relationships result from the creative approach.

Sample Activities:

Primary Level

In a play or book that the learners have read, discuss what characters are most and least like them. Have learners write a letter to one of these characters asking questions about decisions the character has made. Then have the learners answer the letter as if they were the character.

RELATED QUESTIONS:

From what perspective do we view this theatre event?

How does this affect my life?

What criteria will be used to describe this event?

Upper Elementary/Middle Level

Discuss the theme of a play assigned for class. Have learners translate the theme into a philosophy of their lives. Have them edit this philosophy to one sentence and make a poster that states this philosophy. Place the posters somewhere in the classroom. Discuss the ideas with your class.

RELATED QUESTIONS:

What links can be made from this experience to life?

How might we express what we understand?

From what perspective do we view this theatre event?

High School Level

Ask the principal to come to your classroom for a performance by the learners. Explain to the principal what valuable skills have been gained from performance and evaluation and why theatre is essential to the learners' education and lives.

RELATED QUESTIONS:

How do the knowledge and skills used in theatre assist us in life?

What links can be made from this theatre experience to life?

How does theatre change lives?

Have learners do research in the library or interview persons in the community. How have people benefited from the arts? How can learners use the arts for future employment opportunities? Have the learners portray to the class successful persons in arts careers.

RELATED QUESTIONS:

How do the knowledge and skills used in theatre assist people in life?

What links can be made from this theatre experience to life?

How does theatre change lives?

High School Level (cont'd)

In the newspaper, learners discovered an avant garde theatre group that developed a new technique called “spectator.” In this technique, the leader sets up the scene of a community problem. Then the leader initiates an improvisation. The action is often stopped to ask the audience for new solutions and to try out the new solutions. Spectators are encouraged to become spectators. Consider why this technique could be useful in understanding how others feel and in developing optional solutions.

RELATED QUESTIONS:

How might theatre help people express what they understood?

In what ways was the theatrical process effective?

Why do we choose “this” rather than “that”?

Advanced Level

The local school board has decided to eliminate one science position. The position that will be eliminated is the last teacher that was hired. The learners decide they don't wish to lose this or any other science teacher in their school. One learner becomes the principal holding a discussion with the community. At any time another learner can tap the “principal” and take his/her place. Learners ask questions about his/her position and explore possible solutions to this problem.

RELATED QUESTIONS:

What basic components are needed to appreciate and participate in a theatre event?

What is this work trying to express?

Does it achieve that?

Cultural/Historical Approach

to *Perceiving*

From what perspective does one view a theatre event?

Questions:

- What context would reveal this theatre event?
- What purpose does theatre serve in a culture?
- How do culture and tradition shape theatrical structure and style?
- How do audiences define a play's meaning?

The meaning of a work of theatre is closely tied to its time and place. To understand the work, we investigate its context—the historical and cultural events surrounding it.

Performance Objectives:

Learners will:

Primary Level

- Discuss theatre's beginnings and development.

Upper Elementary/ Middle Level

- Recognize importance of audiences in determining meaning.

High School Level

- Recognize relationships between theatre and cultures.

A Closer Look

A work of art is shaped by culture and tradition. A play's form (structure) may reflect the way a specific society communicates meaning before an audience or it may reflect what societies over time have come to expect when viewing a particular art form. When thinking about style, we should look at different ways in which a work of art communicates meaning as shaped by an individual and/or historical perspective.

Sample Activities:

Primary Level

Imagine and perform the ways theatre possibly began.

RELATED QUESTIONS:

Why do we choose "this" rather than "that"?

In what ways does this theatre event reflect its time and culture?

Divide the class into groups. Assign each group the task of creating a ritual celebration based on class studies (e.g.: birthday, revolution, Kwanzaa Day). Each group shares its ritual with the rest of the class. Have the class discuss the similarities and differences of each group's ritual.

RELATED QUESTIONS:

How do the components of theatre express meaning?

How might people gain a new understanding?

What links can be made from this theatre experience to life?

Upper Elementary/Middle Level

Use Lamb's "Tales from Shakespeare" to tell the story of Hamlet or Macbeth. Compare how the play was received by audiences of the 16th century and by audiences of today.

RELATED QUESTIONS:

From what perspective does one view this theatre experience?

In what ways does this theatre event reflect its time and culture?

What makes this theatre experience important?

Develop a visual time line to show major periods of theatre.

RELATED QUESTIONS:

From what perspective does one view this theatre event?

How does a learner's criteria compare to those of others?

How might theatre help people express what they understand?

High School Level

Acting companies often give voice to plays of social significance. Divide the class into two acting companies and have each develop a philosophy and select plays to fulfill that philosophy. Have each company defend the plays it has selected based on its philosophy.

RELATED QUESTIONS:

In what ways does this theatre event reflect its time and culture?

What criteria might learners use to describe this piece?

Why do we choose "this" rather than "that"?

Advanced Level

Have learners select two films to view. One film should be from the 1990s and the other from a different time period. After viewing the films, discuss differences in story-telling methods. Have the class explore possible influences of the historical period over the way the film is made.

RELATED QUESTIONS:

In what ways does this theatre event reflect its time and culture?

From what perspective does one view a theatre experience?

In what ways was the theatrical process effective?

Cultural/Historical Approach to Interpreting

What does the music mean in the context of its time and place?

Questions:

- How is musical interpretation influenced by historical contexts?
- How is musical interpretation influenced by cultural contexts?

The meaning of a piece of music is derived from its particular position in time (historical perspective) and place (cultural perspective). Musical elements are used to express specific ideas which represent occasions (a harvest, a coronation, a wedding, a funeral) and emotions (patriotism, love, fear, joy) as well as for purely aesthetic reasons.

Performance Objectives:

Learners will:

Primary Level

- Describe in simple terms how components of music are used in context of time and place after listening to an example of music from a different culture and time.

Upper Elementary/ Middle Level

- Describe distinguishing characteristics of musical styles that represent various cultures.

High School Level

- Identify the musical characteristics of an unfamiliar example of music and classify by style.

Advanced Level

- Identify the musical characteristics of an unfamiliar example of music, classify by style, and explain the music's meaning in its time and place.

A Closer Look:

Teachers can promote learner development of cultural/historical perspectives through

- exposure to a variety of music.
- understanding aural characteristics in the music.
- expressing the characteristics verbally.
- making comparisons within and across culture and time.
- an understanding of the music's function in its cultural and historical context.

Sample Activities

Primary Level

Have learners generate a glossary of music terms that fit the example being studied.

Sample: fast/slow → tempo → presto/largo

loud/soft → volume → dynamics

RELATED QUESTIONS:

What skills or language are needed to participate in performing and listening to music?

Upper Elementary/Middle Level

Using the earlier-developed vocabulary, listen to an unfamiliar example of music from various cultures and time and identify by style.

RELATED QUESTIONS:

What skills or language are needed to participate in performing and listening to music?

What does it mean in its time and place?

What common treatment of musical elements can be found among various styles of music?

High School Level

Listen to and perform representative examples of music from different times and cultures. Using a developed vocabulary, discuss the uses of musical elements in these compositions:

- Oratorio Chorus ("The Hallelujah Chorus" from Handel's "Messiah")
- English Madrigal ("Sing We and Chant It" by Thomas Morley)
- Spiritual ("Go Down Moses")
- Symphony ("Surprise Symphony" by Haydn)
- Ballet ("Appalachian Spring" by Copland)
- Native American ("Origins" from "Cycles: Native American Flute Music" by Nakai; Canyon CR-614 Vol. 2)
- Jazz (a song by B.B. King)
- Ragtime Music ("Maple Leaf Rag" by Scott Joplin)
- Be Bop ("Donna Lee" by Charlie Parker)
- (East) Indian (Sitar by Ravi Shankar)
- Greek (Piano/Vocal - Yanni)
- "The Smithsonian Collection of Classic Jazz" (Revised), Recordings RC 033; P5t 19477

RELATED QUESTIONS:

Does the composition still have significance today? Why?

From what perspective is style expressed?

What connections can be made to other times, places and cultures?

Cultural/Historical Approach to Evaluating

Why is this work important?

Questions:

- What factors make this work important to us today?
- What factors have been used in other times and places to evaluate a work of art?
- How have evaluations of particular works changed over time and across cultures?

The lens through which one examines and evaluates artwork is determined by one's experiences. Throughout history works of art have been evaluated on the basis of changing criteria. Western culture has often assigned artistic value to works that functioned in a different manner in their own culture. For example, African masks have often been appreciated outside their culture purely for the abstract shapes they present, while within their culture the masks serve a ceremonial purpose. In order to understand how our own perspectives are influenced by our society, it is necessary to consider the criteria of other times and places.

Performance Objectives:

Learners will:

Primary Level

- Speculate on why a work of art with recognizable popular symbols is important to them.
- Recognize that other cultures and times used other criteria to evaluate art.

Upper Elementary/ Middle Level

- Investigate how a particular culture evaluated a work of art.
- Explore some of the criteria today's culture uses to analyze art.
- Compare historical/cultural criteria for evaluating a work of art to criteria of their own making.

High School Level

- Evaluate a work of art from at least two different cultural/historical perspectives based on historical investigation.
- Articulate the criteria that today's culture uses to analyze artworks.
- Interpret the historical and contemporary value of an artwork and predict the future value.
- Explore how the evaluation of a work of art has changed over time.

A Closer Look:

There are many reasons why the importance of an artwork changes over time. In the setting where it was created, its worth may have been assessed on the basis of artistic criteria or it may have served an educational or ceremonial purpose. By one set of criteria, a work may be valued exclusively on what it can tell about another place and time. As the work is considered, one's scope is narrowed by limited access to the cultural/historical background of the work. One's own criteria can be applied to the work to see if it stands the test of time; but to arrive at an understanding of why the work stands, one needs to learn as much as possible about the background of the work. When learners are asked to examine works from a cultural/historical approach, they are provided with the means to better appreciate the world.

Sample Activities:

Primary Level

Look at a diverse group of objects and categorize them according to craft or fine art. Justify each decision. Discuss the factors, such as possible gender of the artist, function of the work, etc. that contributed to their categorization. How do the categorizations affect the way one values the works?

RELATED QUESTIONS:

What does the form of a work say about its context?

What does it mean in its time and culture?

How good do the learners think this is?

What connections can be made to other times, places and cultures?

How does art relate to life?

Upper Elementary/Middle Level

Select a work of art from another culture that has mythological content and research what this content means in that culture. Have learners write essays discussing how this work is important to that culture. Make a work of art that represents a contemporary culture hero. How is this work important to today's culture?

RELATED QUESTIONS:

How does art make meaning?

What connections can be made to other times, places and cultures?

What connections can each learner make to his/her own experience?

How does art relate to life?

High School Level

Choose a well-known work of art and make a survey of why people think the work is important. Analyze the kinds of answers received. Can a list of criteria be developed which has been used to evaluate the work? Research how the work was valued in its time. Discuss how the evaluation might have changed over time.

RELATED QUESTIONS:

What does it mean in its time and culture?

How are learners reacting to this and why?

How does art make meaning?

How good do the learners think this is?

What connections can be made to other times, places and cultures?

Cultural/Historical Approach to Connecting

What connections can be made to other times, places and cultures?

Questions:

- What societal conditions have affected dance?
- How does dance reflect the concerns of society?
- What universal concerns are addressed in dance?

Education in dance is important if participants are to gain a broad cultural and historical perspective. Participants examine the role and meaning of dance in diverse social, cultural and historical contexts through a variety of dance forms. Experiences with dance of many cultures help participants understand their own cultural lives and those of others.

Performance Objectives:

Learners will:

Primary Level

- Identify the role of dance in the society.

Upper Elementary/ Middle Level

- Analyze how dance and dancers have been portrayed in different cultures and time periods.

High School Level

- Analyze social problems in relation to dance and create a movement study.

Advanced Level

- Choreograph a dance that explores social issues.

A Closer Look:

Make personal, technical, cultural, historical, social, critical and emotional connections by experiencing, analyzing, studying, performing and enjoying dances from other times, places and cultures.

Sample Activities:

Primary Level

After viewing different kinds of dance from classical dance forms to ethnic and folk dances, identify each dance form.

RELATED QUESTIONS:

How can learners understand dance in various cultures and time periods?

What connections can be made to other times, places and cultures?

Upper Elementary/Middle Level

Examine the relationships between clothing styles and dance techniques in various cultures.

RELATED QUESTIONS:

How can learners demonstrate dance in various cultures and time periods?

How can learners understand dance in various cultures and time periods?

How does dance convey meaning?

How does dance enrich one's life?

Show pictures of different styles of dance (e.g., MTV, ballroom, ballet and street dancing) and discuss how those dances play a role in society.

RELATED QUESTIONS:

What connections can be made to other times, places and cultures?

High School Level

Create a dance that illustrates a contemporary culture.

RELATED QUESTIONS:

How can learners demonstrate dance in various cultures and time periods?

How can learners understand dance in various cultures and time periods?

How does dance convey meaning?

How do people create and communicate through dance?

Observe and discuss a performance that portrays issues of society; for example, "Catherine Wheel," "Push Comes to Shove," or "Lamentations.

Create a demonstration that explores one of the issues.

RELATED QUESTIONS:

Why is this experience significant?

What connections can be made to other times, places and cultures?

How does dance convey meaning?

Advanced Level

Create a dance and costumes that reflect the dance techniques from a different time, place or culture.

RELATED QUESTIONS:

What connections can be made to other times, places and cultures?

How might this experience be evaluated?

How are learners reacting to this and why?

How does dance convey meaning?

How do people create and communicate through dance?

Critical Approach to Perceiving

Are the basic elements of music used effectively?

Questions:

- Is the music effective from the performer's perspective?
- Is the music effective from the listener's perspective?
- Is the music effective from the creator's perspective?

Similarity and variety in music are identified by a comparison of music's formal components. Skills in analysis, evaluation and synthesis are important because they enable learners to recognize and pursue excellence in their musical experiences. These analytical skills assist learners in understanding and enriching their environment.

Performance Objectives:

Learners will

Primary Level

- Develop vocabulary which describes the various music elements/events.

Upper Elementary/ Middle Level

- Use basic musical vocabulary to describe musical events.

High School Level

- Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.

Advanced Level

- Describe how unity and variety are achieved in a given work using specific music terminology to describe the musical events as they unfold.

A Closer Look:

The teacher will provide opportunities to enhance perception and analytical skills through

- directed listening experiences.
- modeling a rich vocabulary of musical descriptors.
- giving examples of sound sources.
- allowing learners to manipulate the formal components of music.
- incorporating technology.

Sample Activities:

Primary Level

Identify verbally, visually, and through movement musical elements such as pitch, duration and loudness when presented aurally.

Listen to and identify various vocal and instrumental sounds using traditional and non-traditional terms or labels.

RELATED QUESTIONS:

What skills/languages are needed to participate in performing and listening to music?

How are the basic elements of music used creatively?

Are the basic elements of music used effectively?

What is the merit of this music?

Upper Elementary/Middle Level

Demonstrate knowledge of the basic principles of music (meter, rhythm, tonality) and their uses in the analysis of music.

RELATED QUESTIONS:

What skills/languages are needed to participate in performing and listening to music?

Are the basic elements of music used effectively?

How are the basic elements of music used creatively?

What is the merit of this music?

High School Level

Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.

Make use of synthesizers and computers to manipulate the tone elements of music such as pitch, duration, volume, harmony, timbre, tempo, rhythm and texture.

RELATED QUESTIONS:

Are the basic elements of music used effectively?

How are the basic elements of music used creatively?

How well does this music evoke a response?

What is the value of this music?

Critical Approach to Interpreting

How am I reacting to this and why?

Questions:

- What do I think this work is trying to portray?
- Is this dance relevant?
- From what perspective am I reacting to this?
- Can I dance my reaction?

There are many ways in which a person can react to a work of art. We may be able to determine meaning from a work emotionally, physically, intellectually. Our reaction might include a strong opinion, action or indifference.

Performance Objectives:

Learners will:

Primary Level

- Identify the meaning of a dance at the basic emotional, physical or intellectual level.

Upper Elementary/ Middle Level

- Create and perform a dance conveying an intentional meaning.

High School Level

- Interpret the meaning of an idea and create a dance to reflect that meaning.

Advanced Level

- Create and perform a dance that transfers meaning to social or community action.

A Closer Look:

The curriculum must provide opportunities for participants to develop a sense of relevancy of dance to human experience.

Sample Activities:

Primary Level

Respond to a dance or dance phrase by selecting an emotion from a chart that illustrates different emotions.

RELATED QUESTIONS:

How do individuals create and communicate through dance?

What is being communicated?

Why is this experience significant?

How are learners reacting to this and why?

Upper Elementary/Middle Level

Have learners select ideas of their own and create a movement phrase that will convey an intentional meaning.

RELATED QUESTIONS:

How do individuals create and communicate through dance?

What is being communicated?

Why is this experience significant?

How are learners reacting to this and why?

High School Level

Have learners watch a partner's dance or movement phrase and interpret the meaning. The participants then transfer the meaning they interpreted into a dance of their own. Discuss these interpretations.

RELATED QUESTIONS:

How do individuals create and communicate through dance?

What level of technique was achieved?

What are the principles, processes and structures used in movement studies and choreography?

What is being communicated?

Advanced Level

Look at a variety of pieces. After interpreting the meaning of a piece, learners will transfer the meaning to their own work and connect it to the larger community.

RELATED QUESTIONS:

What are the principles, processes and structures used in movement studies and choreography?

How are learners reacting to this and why?

What connections can be made between dance and other fields of study?

Critical Approach to Evaluating

Why do we choose “this” rather than “that”?

Questions:

- What qualities do we value in a theatre event?
- How do the choices made affect the piece?
- How are the elements of theatre used together to create this production?
- How does knowledge of a particular style or movement help me to understand and appreciate this work more?
- Are these valid criteria for judging the work?

Our background, experiences, standards and personal taste affect the criteria by which choices are made.

Performance Objectives:

Learners will:

Primary Level

- Develop criteria for judging theatre.
- Articulate how theatrical elements used well together help to create style.

Upper Elementary/ Middle Level

- Describe several different styles of theatre, especially those which challenge conventional definitions.
- Apply learners' evaluative criteria to each of the styles.

High School Level

- Determine whether or not the criteria are valid.

A Closer Look:

Evaluation in the arts is much broader than simply expressing likes and dislikes. It provides a forum for analyzing, evaluating and reflecting on the art experience in order to understand it better or experience it more fully. A critique includes positive and negative comments as well as a place for questioning as it leads to growth on the part of the observer and the artist. Thus, choices improve as more experience is gained.

In a classroom, a simple observation such as “that play was great” can be the start of a rich discussion. Learners' discoveries need to be guided, allowing them to analyze and reflect on the experience. Learners will then develop the necessary vocabulary to communicate and make choices using a higher level of thinking. Not only will learners become literate in the arts and develop a critical eye, they will also develop skills which can be used throughout their lives.

Sample Activities:

Primary Level

Divide the class into groups. Have each group perform the same scenario. Discuss how the choices made affect the completed work.

RELATED QUESTIONS:

How does a learner's criteria compare to that of others?
Why is this good?

Upper Elementary/Middle Level

Design two different costumes for one character and discuss the criteria to evaluate each one.

RELATED QUESTIONS:

From what perspective does one view this theatre event?
What level of proficiency was achieved?
What criteria will be used to describe this event?

Show the class videos of two musicals from two different time periods. Discuss the differences in style between the two. Identify elements which date a production.

RELATED QUESTIONS:

How does a learner's criteria relate to those of others?
What criteria will be used to describe this event?
What level of proficiency was achieved?

Following a performance, have a discussion of what was felt to be the original intent or message. Could the director have made different choices?

RELATED QUESTIONS:

Why is this good?
What criteria will be used to describe this event?
What level of proficiency was achieved?

High School Level

Ask the class to develop criteria to judge theatre. Show the class videos of different styles of theatre. Have the learners apply their criteria. Evaluate/determine the validity of the criteria.

RELATED QUESTIONS:

Why is this good?
What criteria will be used to describe this piece?
What responses are evoked?
In what ways was the theatrical process effective?

Critical Approach to Connecting

What connections can I make to my own experience?

Questions:

- What factors do I use to evaluate works of art?
- How have experiences that I have had helped me to formulate criteria for evaluating art?
- How do my evaluative criteria differ from those of others?
- How do I apply my evaluative criteria to my own work?

Responses to artwork vary according to the connections that can be drawn between the work and the experiences of the viewer. In describing artwork, viewers are often telling their own stories, just as the artist creating the work has told an individual story. As people draw connections between the work and their world, their critical response is formed. The value viewers place upon a work will be determined by the extent to which connections can be made.

Performance Objectives:

Learners will

Primary Level	Upper Elementary/ Middle Level	High School Level
<ul style="list-style-type: none"> • Demonstrate awareness of the arts' connections to elements of their lives. 	<ul style="list-style-type: none"> • Identify the qualities of works of art that connect to their own life experiences. • Compare and contrast the life experiences that appear in images with their own life experiences. 	<ul style="list-style-type: none"> • Analyze how their own experiences influence their critical judgments about their works and the works of others.

A Closer Look:

To help learners form their critical responses to artworks, we must ask them to do the same thing, to seek out something in their experience that helps them to explain the artist's choices. It may be that their response to a work is based upon the literal content of the work, or the story that the image represents; or it may be that the colors or textures or other elements of the work evoke sensations that tie to their lives. Once a viewer can make a connection, the work takes on personal worth.

Sample Activities:

Primary Level

Choose a work of art that the learners can relate to strongly. Have them write or tell a story or a poem that relates the work to some experience in their own lives. Make a work of art about their experiences.

RELATED QUESTIONS:

How is each learner reacting to this and why?

What are the ways one can approach art?

Is this good?

How does art relate to life?

Upper Elementary/Middle Level

Have learners pick three works from their portfolio and develop a list of criteria that each would use to evaluate these works. Compare all criteria developed by the class.

RELATED QUESTIONS:

Why is this work important?

What are the ways one can approach art?

Is this good?

How does art relate to life?

High School Level

Find three or four works of art that deal with a similar theme or subject but that come from different times and places. Have each learner pick the work that he/she identifies with the most and explain why. Have each learner write a letter to the artist asking questions about his or her work. Research the artist and the time period and have learners answer their own letters from the artist's viewpoint. Make their own works of art on a similar topic but from individual points of view.

RELATED QUESTIONS:

How are the learners reacting to this and why?

What does it mean in its time and culture?

What connections can be made to other times, places and cultures?

What connections can be made to my art and why?

Aesthetic Approach to Perceiving

What are the ways we can approach art?

Questions:

- What are some of the ways art can be approached (i.e., form, expression, function, connection to reality, etc.)?
- What types of approaches have been used in various times and places?
- In what ways do I usually approach artworks?

Certain art forms can be difficult to understand because of individual philosophies about what art should be or do. The challenge is to find a variety of ways to approach the work. Various approaches can be explored to help learners understand the work. A work should not be dismissed because it challenges our understanding.

Performance Objectives:

Learners will:

Primary Level

- Demonstrate a knowledge of various approaches to works of art (example approaches: Does this work look real? (mimetic) What is this object used for? (pragmatic) How does this make you feel? (expressive) What kinds of shapes can you see? (formal)).
- Experience a variety of cultural approaches to art.

Upper Elementary/ Middle Level

- Recognize a variety of approaches to art.
- Explain how an approach to art is connected to its culture.

High School Level

- Describe an approach to art that differs from the approaches most common in their own culture.
- Articulate their own approach to art.
- Describe and analyze a work of art from several different points of view.

A Closer Look:

Often people have the idea that art must be beautiful to be art. If it is not, sometimes we are unwilling to ask the questions, "Why might the artist have done this?" If it disturbs us then we lambast it or give up on it. We lack the confidence in our own ability to understand the work. We need to give learners confidence that they can talk about and come to understand a work of art that might not make sense to them initially or might not appeal to them. A variety of approaches allows learners to revisit artworks and grow in their understanding of art.

Sample Activities:

Primary Level

All of our communities have representatives from different cultures. Identify your personal or community cultural heritage by talking to family or community members. Bring an object or work of art that suggests that cultural heritage and invite a parent, grandparent, or community member to explain the arts tradition.

RELATED QUESTIONS:

What connections can I make to other times, places and cultures?

What connections can I make to my own experience?

How does art relate to life?

Upper Elementary/Middle Level

Working with a variety of approaches to art and a variety of images, group the images according to the approach which you think suits the image best (mimetic, pragmatic, formal, expressive, etc.). Discuss some of the images from approaches which do not suit them. How do the discussions of the images differ?

RELATED QUESTIONS:

What connections can I make to my art and why?

What does it mean in its time and culture?

What connections can I make to other times, places and cultures? How does art relate to life?

High School Level

Working with your own portfolio, write an essay describing your most typical approach to art and select images from your own examples to illustrate your essay. Produce one of your selected artworks emphasizing a different approach (formal or expressive)—then examine the original and the new work and compare and contrast the elements of the works and the way the form relates to the meaning. Does one approach convey your meaning more effectively?

RELATED QUESTIONS:

What is the form of what I am creating?

What connections can I make to my art and why?

What does the form of this work say about its context?

What are the formal elements of the work?

How does art make meaning?

Aesthetic Approach to Interpreting

What does this mean to me?

Questions:

- How did I respond?
- How does the work help me look at myself in a new way?
- How does life affect theatre? How does theatre affect life?
- How does the collaboration between audience and performer affect the creation of meaning in the theatre?

Through participation in and/or attending theatre performances, the learners discover how the experience evokes feelings and emotions.

Performance Objectives:

Learners will:

Primary Level

- Compare a live theatrical experience with viewing a film, listening to radio, or reading a book.

Upper Elementary/ Middle Level

- Identify various levels of meaning in a theatrical work.
- Articulate the various ways theatre can lead to creative self expression and personal meaning.

High School Level

- Articulate the importance of diversity in the making, interpretation and evaluation of theatre (e.g., gender, multi-cultural and nontraditional).

A Closer Look:

An arts experience serves the viewer and doer at many levels. The process of making meaning through aesthetic (philosophical) choices is complex; there are as many levels of meaning as there are choices. On all levels, the processes involve discovery, research, thoughtful consideration, experimentation and presentation. Learners consider meaning and lack of meaning.

Sample Activities

Primary Level

Have learners pick a special moment from their lives. Imagine a picture of this moment. With partners, create a living picture of that moment. Share it with the class. Discuss what is happening in the picture. Describe how the characters are feeling. Explain why certain conclusions were reached.

RELATED QUESTIONS:

What is this work trying to express? Does it achieve that?

In what ways was the theatrical process effective?

What responses are evoked?

Upper Elementary/Middle Level

View a video/film/production. Describe how it created meaning and form. Identify the various levels of meaning. Could this work help people deal with problems? Explain.

RELATED QUESTIONS:

How might one gain a new understanding from a theatre event?

In what ways was the theatrical process effective?

What basic components are needed to appreciate and participate in a theatre event?

High School Level

Choose an incident common to the participants. Divide into small groups to discuss what happened. Have each group re-enact what happened.

Compare the presentations. What was the same or different? Why?

RELATED QUESTIONS:

What responses are evoked? What makes this theatre experience valuable?

Choose an incident from the news. Re-enact the incident. Discuss how interpretation might be shaped by prejudice, ignorance or viewpoint. Do the above activities with a short story. Have members of the class think of something very important that they need to say—a meaningful concept, a personal aesthetic choice. The choice may be the voice of a designer, director, performer or audience member. Create it using appropriate media. In smaller groups reflect on processes that were involved. Add learners' reflections to their portfolios. Re-evaluate these in six months. In large groups, discuss the existence of various voices in the work.

RELATED QUESTIONS:

What is this work trying to say? Does it achieve that?

In what ways was the theatrical process effective?

How does theatre change lives?

Advanced Level

As critic for *The New York Times*, have learners write a critique discussing the voice of the director or designer in a theatrical work. Did it contribute to or change what learners perceived to be the playwright's intent? In rating the critique, consider justification or viewpoint and completeness.

RELATED QUESTIONS:

What is this work trying to express? Does it achieve that?

What responses are evoked? Why is this good?

Aesthetic Approach to Evaluating

What is my response?

Questions:

- How does this work affect me?
- Why is this work important?
- How does understanding emotions and feelings influence a response?

A variety of experiences in dance engage the emotions and intellect. Since people dance for a variety of reasons, responses will differ. Awareness and identification of one's inner being reflects on the response to dance. What the response is, is not as important as the awareness of the response.

Performance Objectives:

Learners will:

Primary Level

- Respond to a selected assigned activity.

Upper Elementary/ Middle Level

- Respond to a selected activity through movement.

High School Level

- Create a work displaying a response.

Advanced Level

- Create a work combining responses.

A Closer Look:

A variety of dance experiences engages the participant both emotionally and intellectually. Dance brings to the surface emotions and feelings and allows participants an opportunity to recognize their response and express it both verbally and through movement.

Sample Activities:

Primary Level

The facilitator plays a piece of music that would evoke some kind of a response. The participants respond and express their responses to the piece of music.

RELATED QUESTIONS:

How do we create and communicate through dance?

What is being communicated?

How does dance convey meaning?

Upper Elementary/Middle Level

Select an approved accompaniment and create a dance that expresses response to the accompaniment.

RELATED QUESTIONS:

How do we create and communicate through dance?

What is being communicated?

How does dance convey meaning?

How does dance enrich one's life?

High School Level

The facilitator assigns a response to the participants. Create a dance that reflects the assigned response.

RELATED QUESTIONS:

What are the principles, processes and structures used in movement studies and choreography?

What is being communicated?

What connections can one make to dance?

Why is this experience significant?

Advanced Level

Create a dance that communicates an emotional response. The selected production enhancement should also reflect a response.

RELATED QUESTIONS:

Why is this experience significant?

What connections can be made between dance and other fields of study?

How would a person evaluate this experience?

How are learners reacting to this and why?

Aesthetic Approach to Connecting

How does music relate to life?

Questions:

- How does this music make connections to life?
- Does it connect to my life?
- Who might feel connected to this music?
- What message/feeling is generated by this music?

Music, as with all of the arts, can be viewed as a portrayal of the "tension and release" phenomenon that is a part of life's experiences. Learners begin by identifying the expressive elements of music. Through performing and listening to music, learners discover how the music reflects significant experiences that evoke feelings and emotions.

Performance Objectives:

Learners will:

Primary Level

- Identify the expressive musical elements in live or recorded music.

Upper Elementary/ Middle Level

- Describe how the expressive musical elements reflect the feelings of characters in program music.

High School Level

- Describe how the expressive musical elements reflect life experiences.

Advanced Level

- Select or create a musical work that relates to the learner's life and describe the relationship.

A Closer Look:

Teachers can promote aesthetic understanding through

- exposing learners to music which exemplifies a wide variety of moods.
- modeling a rich vocabulary of musical descriptors.
- fostering an environment that encourages learners to reflect on the connections between music and life.

Sample Activities:

Primary Level

Listen, sing or play a piece of music. Ask learners to map the contour of the melody and to represent visually the changes in loudness which they hear.

RELATED QUESTIONS:

How do the skills/language communicate?

How does this music relate to life?

Upper Elementary/Middle Level

Select a piece of music which tells a story; e.g., "Till Eulenspiegel's Merry Pranks by Strauss." Ask learners to discuss how the choice of instruments, tempo, etc. is reflective of the characters.

RELATED QUESTIONS:

How are the senses included in response to music?

How well does this music evoke a response?

What connections can be made to personal experience?

High School Level

Have learners select short segments of music to tell about something that happened to them recently (an athletic victory or defeat, a quarrel with their brother or sister, etc.). Have each learner put the segments together on an audio tape to tell of his/her experiences.

Using technology, create a composition which would help future generations understand the learners and their culture.

RELATED QUESTIONS:

How does music relate to the individual?

What connections can be made to personal experience?

What connections can be made to other times, places and cultures?

How does this music relate to life?

What does it mean in the context of its time and place?